

High Quality Instructional Leadership: The Role of Principals and Coaches in Effective Reading Programs

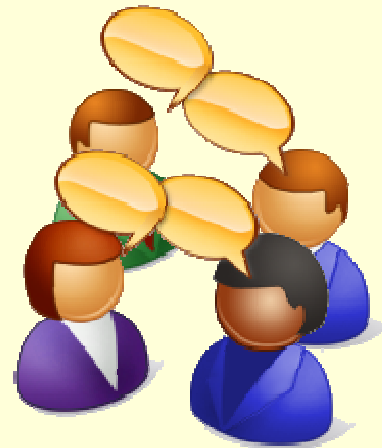
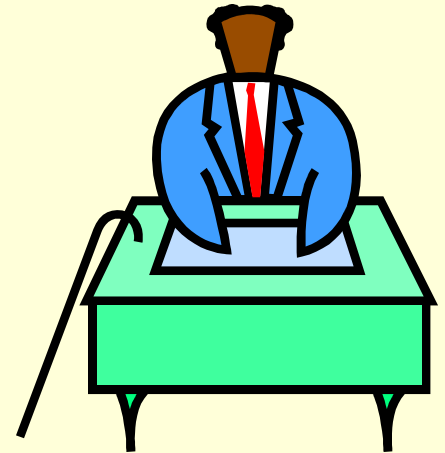
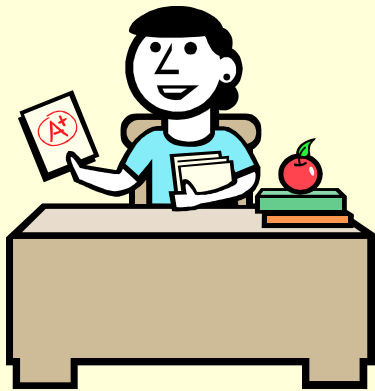
Content from An Introductory Guide for Reading First Coaches

A product of the National Center for Reading First Technical Assistance.

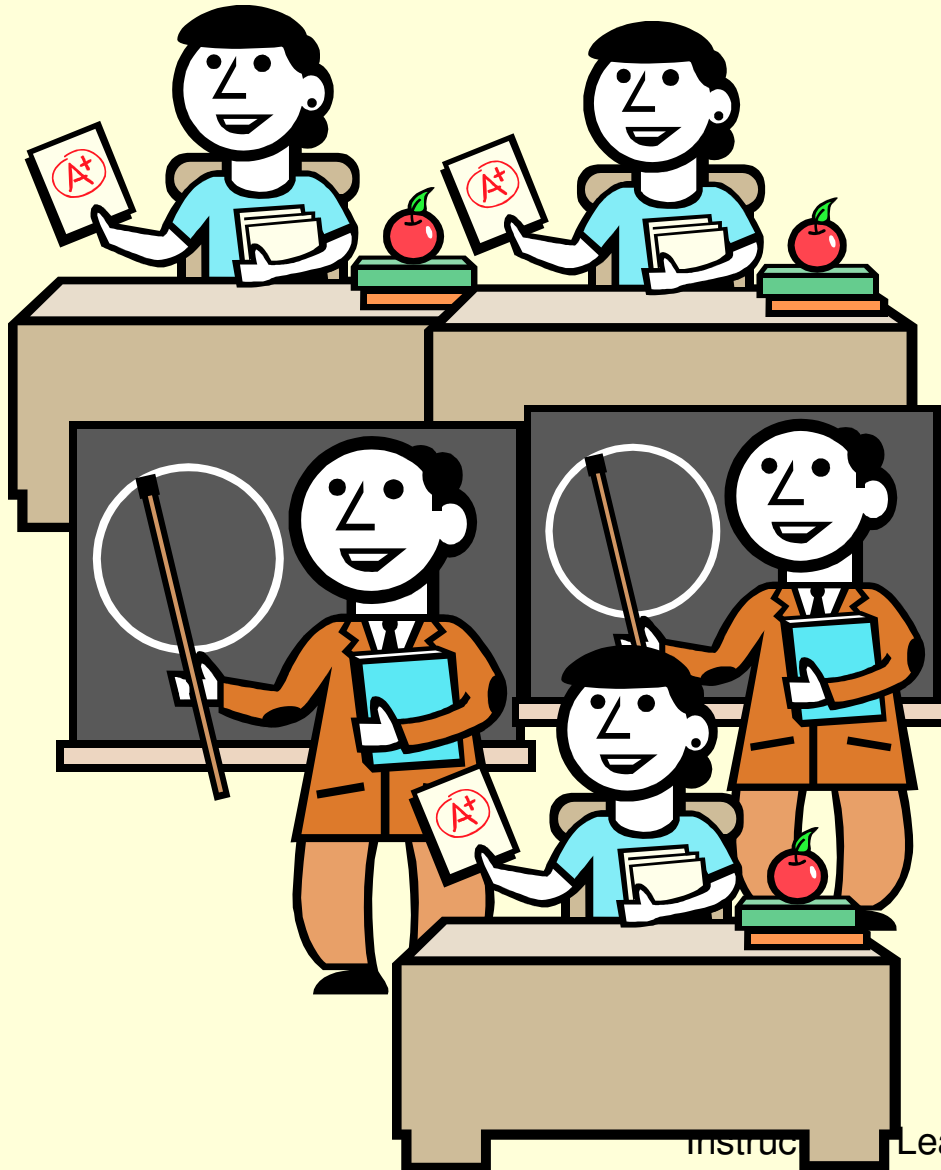
Developed by the Central Regional Reading First Technical Assistance Center, Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin

**Jim Morrison
Assistant Director
Indiana Reading First
October 2, 2007**

The Cast of Characters



The Teachers



- Teacher
- Mentor
- Partner
- Coach
- Facilitator
- Supporter
- Resource
- Problem Solver
- Sounding Board
- Consultant
- Leader
- *Focused on the Classroom*

The Coach



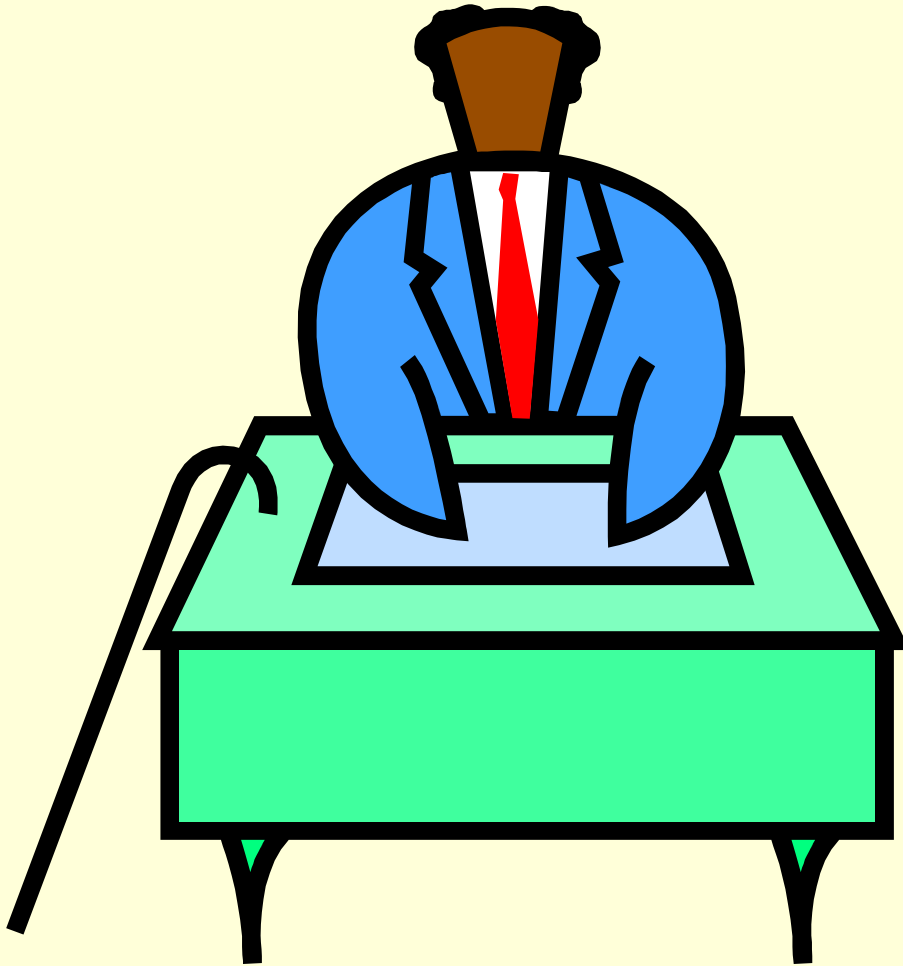
- Teacher
- Mentor
- Partner
- Coach
- Facilitator
- Supporter
- Resource
- Problem Solver
- Sounding Board
- Consultant
- Leader
- *Focused on literacy instruction*

The Principal



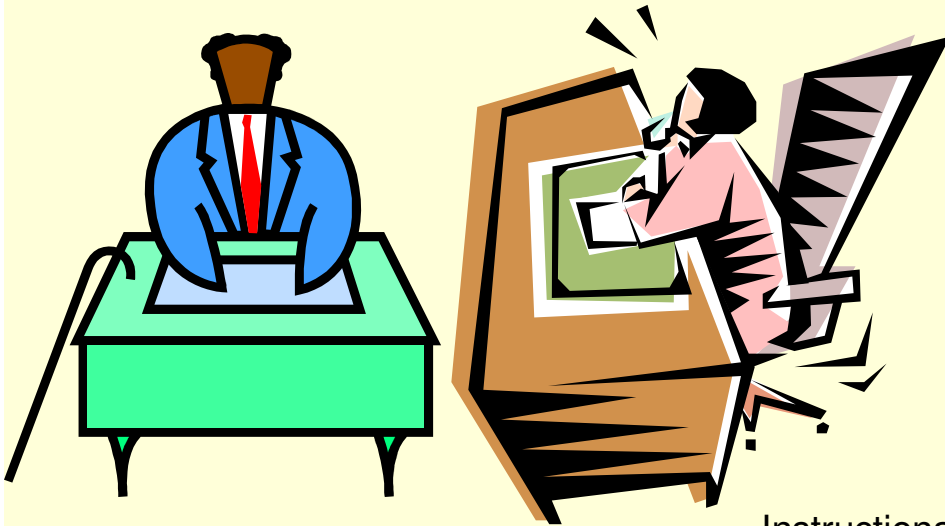
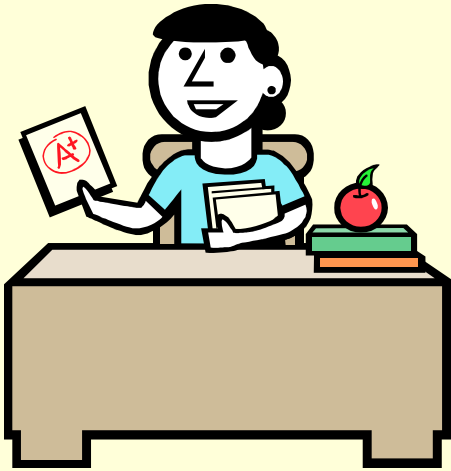
- Teacher
- Mentor
- Partner
- Coach
- Facilitator
- Supporter
- Resource
- Problem Solver
- Sounding Board
- Consultant
- Leader
- Evaluator
- Scheduler
- Budget Builder
- Focused on entire school

Central Office



- Teacher
- Mentor
- Partner
- Coach
- Facilitator
- Supporter
- Resource
- Problem Solver
- Sounding Board
- Consultant
- Leader
- Evaluator
- Scheduler
- Budget Builder
- Focused on entire corporation

All Characters Could Be...



- First Year
- Journeyman
- Master
- New to the Position
- Old Hand
- New to the literacy plan
- Experienced in the literacy plan
- Focused
- Powerful Leader
- Bogged Down
- Visionary
- Responsible to Multiple Stakeholders



Literacy Coach

- Serves as a resource for identifying appropriate instructional strategies and interventions to address diverse learning needs and to improve all students' achievement



Literacy Coach

- Conducts demonstration lessons using research-based instructional strategies



Literacy Coach

- Assists teachers in designing and delivering effective instruction



Literacy Coach

- Collaborates with grade-level teams to set goals for improving instruction



Literacy Coach

- Observes instruction in reading classrooms and provides “next step” support for all teachers- This includes conducting Professional Development for the staff



Literacy Coach

- Provides professional development to instructional staff on a variety of topics related to literacy instruction



Literacy Coach

- Carefully and deliberately establishes mutual expectations with the principal of the role of the coach at the beginning of the school year. This non-evaluative, supportive position should be clearly described for the teachers in order to create a positive environment for coaching and learning



Activity-Rank order (1 high-7 low) the Instructional Leadership Tasks by importance.

Then assign stars to the tasks:

*** Getting done very well ** Getting done * Wish it was better

- ____ Serves as a resource for identifying appropriate instructional strategies and interventions to address diverse learning needs and to improve all students' achievement
- ____ Conducts demonstration lessons using research-based instructional strategies
- ____ Assists teachers in designing and delivering effective instruction
- ____ Collaborates with grade-level teams to set goals for improving instruction

- ____ Observes instruction in reading classrooms and provides "next step" support for all
- ____ Provides professional development to instructional staff on a variety of topics related to literacy instruction
- ____ Carefully and deliberately establishes mutual expectations with the principal of the role of the coach at the beginning of the school year. This non-evaluative, supportive position should be clearly described for the teachers in order to create a positive environment for coaching and learning



Action Plan

- Identify the task with a high rank and few stars

- What steps do you need to take to improve by one star this year?

- Set a goal right now.



Principal

- Learn about effective reading instruction, SBRR, and improving leadership skills



Principal

- Participate in on-site professional development sessions to facilitate an understanding of what needs to be happening in the classroom



Principal

- Communicate and actively support the district/school literacy plan. This includes making presentations at various school and community meetings.



Principal

- Monitor and coordinate the scheduling and implementation of the literacy plan in all classes across grade levels for ALL students, including English language learners and special education students



Principal

- Ensure that state standards/benchmarks are the instructional focus for planning and delivering reading instruction



Principal

- Take part in the selection and evaluation of SBRR instructional materials and programs



Principal

- Learn about the content and delivery of SBRR instructional materials and programs



Principal

- Coordinate the implementation of the assessment system, including the data management/reporting system and analysis/interpretation of data to inform decision-making at the school and classroom level



Principal

- Allocate time for and take an active role in regular grade-level meetings to monitor classroom progress toward literacy goals, to ensure access to the curriculum for all students, and to affirm expectations for adherence to the literacy plan



Principal

- Foster a clear distinction between the role of the literacy coach and the principal. Help teachers understand the non-supervisory nature of the coach's position.



Principal

- Carefully and deliberately establish mutual expectations of the coach's role at the beginning of the school year. The coach's non-evaluative, supportive position should be clearly described for the teachers in order to create a positive environment for coaching and learning



Activity-Rank order (1 high-11 low) the Instructional Leadership Tasks by importance. Then assign stars to the tasks:
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Principal

- ___ Learn about effective reading instruction, SBRR, and improving leadership skills
- ___ Participate in on-site professional development sessions
- ___ Communicate and actively support the district/school literacy plan
- ___ Monitor and coordinate the scheduling and implementation of the literacy plan
- ___ Ensure that state standards/benchmarks are the instructional focus for planning and delivering reading instruction
- ___ Take part in the selection and evaluation of SBRR instructional materials and programs
- ___ Learn about the content and delivery of SBRR instructional materials and programs
- ___ Coordinate the implementation of the assessment system, including the data management/reporting system and analysis/interpretation of data to inform decision-making at the school and classroom level
- ___ Allocate time for and take an active role in regular grade-level meetings to monitor classroom progress toward literacy goals
- ___ Foster a clear distinction between the role of the literacy coach and the principal.
- ___ Establishes mutual expectations of the coach's role at the beginning of the school year.

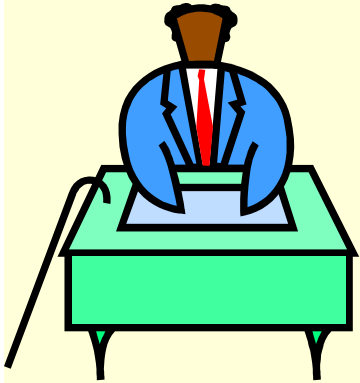


Action Plan

- Identify the task with a high rank and few stars

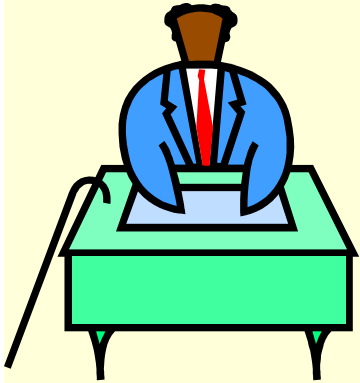
- What steps do you need to take to improve by one star this year?

- Set a goal right now



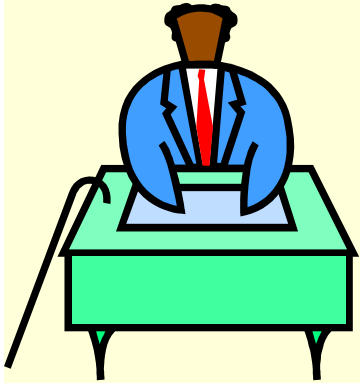
Central Office

- Communicate the goals of your literacy program to the school, parents, and the community



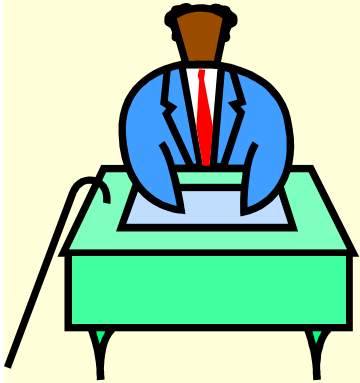
Central Office

- Identify standards-based instructional literacy programs, interventions, and supplementary materials



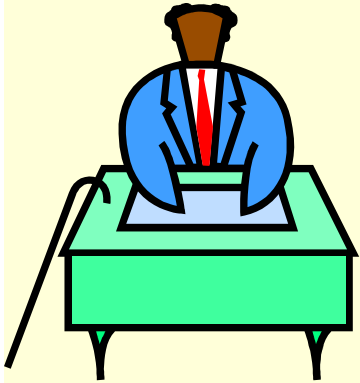
Central Office

- Ensure that instructional personnel at all levels are knowledgeable of the selected literacy programs (core, supplemental, and intervention) and assessments



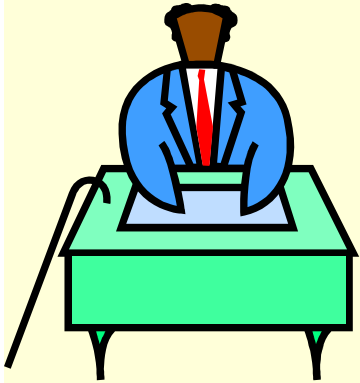
Central Office

- Coordinate professional development efforts, including federal, state, and local sessions



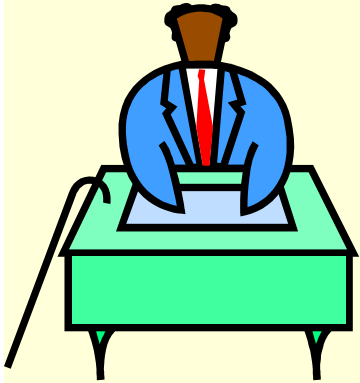
Central Office

- Meet regularly with school instructional leadership teams to ensure fidelity of implementation of the literacy plan



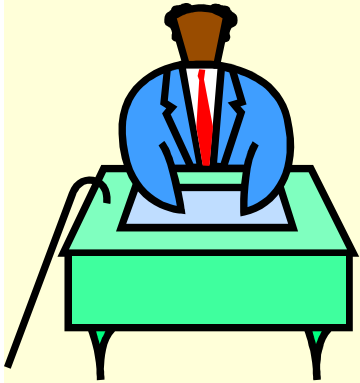
Central Office

- Manage data to inform decision making at both the school and classroom levels



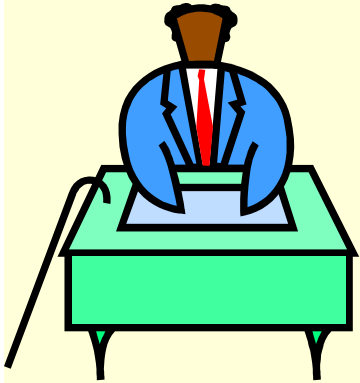
Central Office

- Collaborate in the decision-making process for using assessment data to make adjustments and modifications to existing programs and practices



Central Office

- Communicate the goals and plan for improving reading instruction, including on going professional development through coaching, classroom visits, and assessment analysis



Central Office

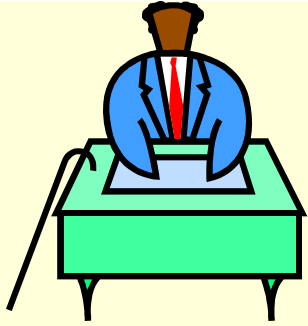
- Ensure that the needs of all students are addressed.



Activity-Rank order (1 high-9 low) the Instructional Leadership Tasks by importance. Then assign stars to the tasks:
*** Getting done very well ** Getting done * Wish it was better

Central Office

- ___ Communicate the goals of your literacy program to the school, parents, and the community
- ___ Identify standards-based instructional reading programs, interventions, and supplementary materials
- ___ Ensure that instructional personnel at all levels are knowledgeable of the selected literacy programs (core, supplemental, and intervention) and assessments
- ___ Coordinate professional development efforts, including federal, state, and local sessions
- ___ Meet regularly with school instructional leadership teams to ensure fidelity of implementation of the literacy plan
- ___ Manage data to inform decision making at both the school and classroom levels
- ___ Collaborate in the decision-making process for using assessment data to make adjustments and modifications to existing programs and practices
- ___ Communicate the goals and plan for improving reading instruction, including on going professional development through coaching, classroom visits, and assessment analysis
- ___ Ensure that the needs of all students are addressed.

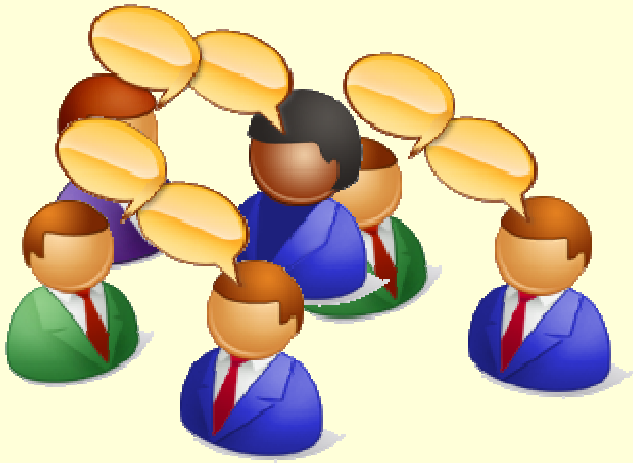


Action Plan

- Identify the task with a high rank and few stars
- What steps do you need to take to improve by one star this year?

- Set a goal right now

Constituent Groups



Your Community



Parents and Families

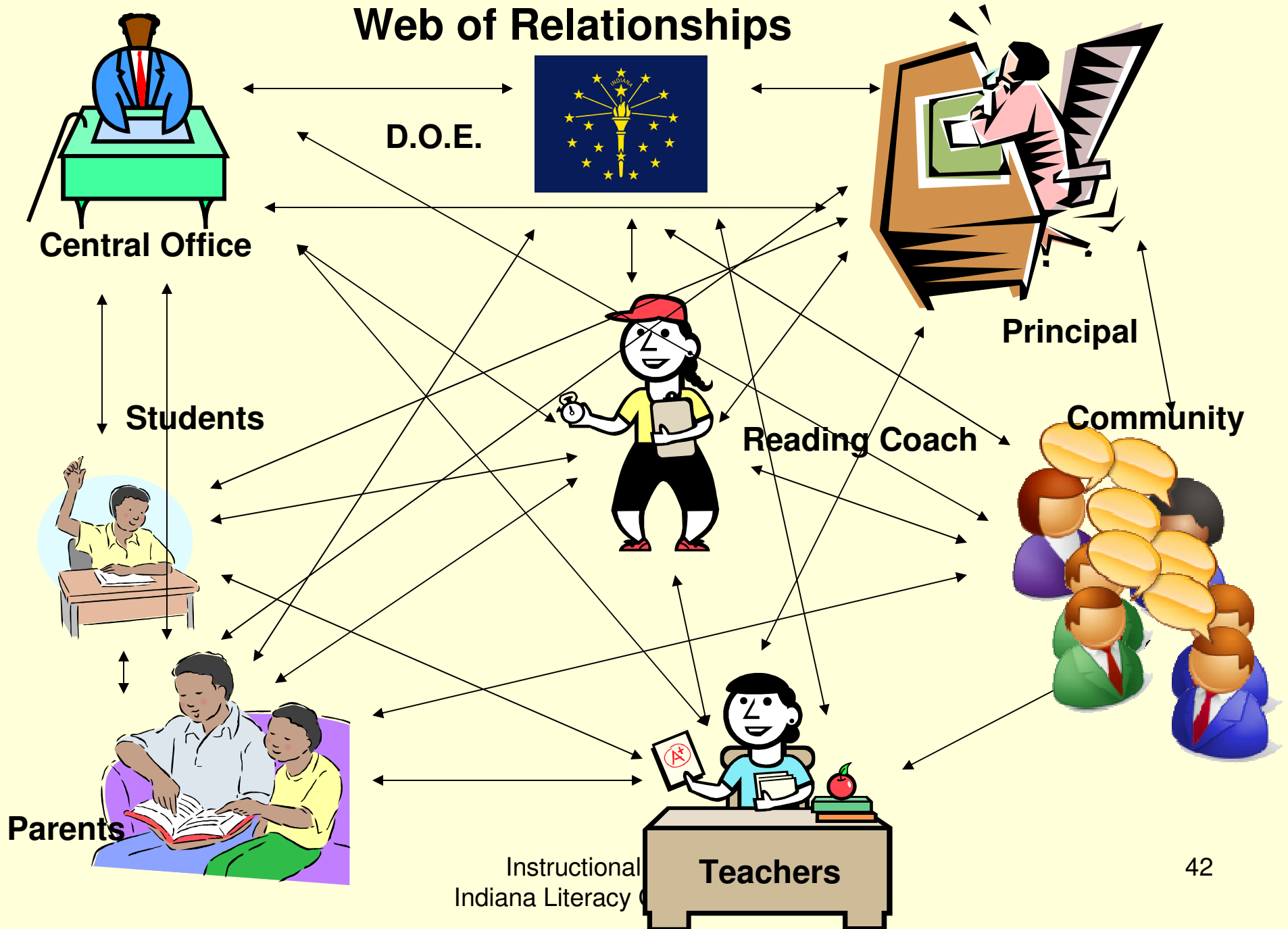


Students

D.O.E.



Web of Relationships



Leadership Teams

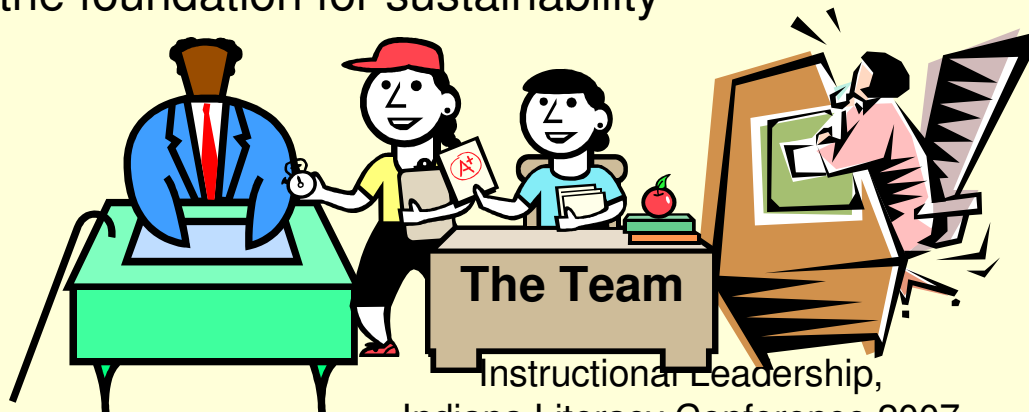
- **Have a clear vision of effective literacy instruction**
- **Constantly monitor progress of programs to assure high-quality implementation**
- **Recognize effective literacy instruction in the classroom**
- **Determine when ineffective implementation is happening**
- **Identify and communicate gaps in the program to staff so necessary changes can be made**



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Build an Instructional Leadership Team

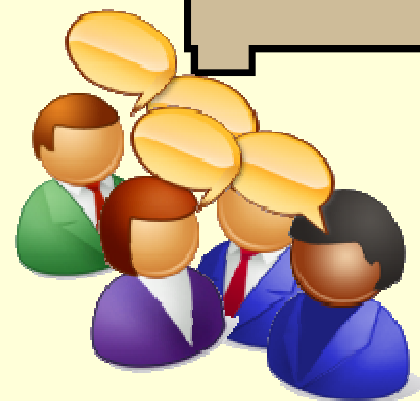
- Instructional Leadership Teams function as the site-based managers and monitors of effective reading programs
- Build collegiality and positive relationships
- Build a common vision for effective reading programs
- Create and communicate common goals
- Strive to develop and maintain open communication
- Foster a supportive environment that stimulates good interpersonal relationships, creates a continuous desire to implement change for improved student reading outcomes
- Lay the foundation for sustainability



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Isn't This Better?



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Three ⁽⁸⁾ Goals For Instructional Leaders

- Create, articulate, sustain a clear vision of your literacy program
- Know your program, know your school, constantly communicate, address issues
- Build the leadership capacity in your school to insure program sustainability

Last Word

Leaders can change school culture

**Your values, actions, and priorities
communicate more than words**

Thanks

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